

Assessment quality in tertiary education

Citation for published version (APA):

Gerritsen-van Leeuwenkamp, K. J., Joosten-ten Brinke, D., & Kester, L. (2017). Assessment quality in tertiary education: An integrative literature review. *Studies in Educational Evaluation*, 55, 94-116.
<https://doi.org/10.1016/j.stueduc.2017.08.001>

DOI:

[10.1016/j.stueduc.2017.08.001](https://doi.org/10.1016/j.stueduc.2017.08.001)

Document status and date:

Published: 01/12/2017

Document Version:

Other version

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

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Gerritsen-van Leeuwenkamp, K., Joosten-ten Brinke, D., & Kester, L. (2017). Assessment Quality in Tertiary Education: An Integrative Literature Review. *Studies in educational evaluation*, 55, 94-116.

Studies in Educational Evaluation 55 (2017) 94–116



Contents lists available at ScienceDirect

Studies in Educational Evaluation

journal homepage: www.elsevier.com/locate/stueduc



Assessment quality in tertiary education: An integrative literature review



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ARTICLE INFO

Keywords

Assessment quality
Higher education
Vocational education
Tertiary education
Text analysis
Literature review

ABSTRACT

In tertiary education, inferior assessment quality is a problem that has serious consequences for students, teachers, government, and society. A lack of a clear and overarching conceptualisation of assessment quality can cause difficulties in guaranteeing assessment quality. Thus, the aim of this study is to conceptualise assessment quality in tertiary education by providing an overview of the assessment quality criteria, their influences, the evaluation of the assessment quality criteria, and the perspectives that should be considered when evaluating assessment quality. This study aggregated 78 peer-reviewed journal articles in a framework using MAXQDA, and a text analysis was performed using Leximancer. The results identified validity, transparency, and reliability as assessment quality criteria; standardisation, stakeholders, clarity, and construct irrelevant variance as influences on the assessment quality criteria; validation and statistical data analyses to evaluate assessment quality; and students, staff, government, and experts as perspectives that should be considered when evaluating assessment quality. These insights are important for teachers, educational advisors, and managers who can use this information to determine what assessment quality means for their educational organisation and what they should consider when guaranteeing assessment quality. Moreover, the study provides researchers with insight into the current state of scientific evidence.